

UNDERGRADUTE STUDENTS' ERROR IN USING MORPHOLOGY IN WRITING RECOUNT TEXT

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Abstract

Morphological errors occur when students made morphological aspect of grammar misinformed. The aims of the research to describe the morphological errors and to know the factors that affect students in their writing skill. This research employed descriptive qualitative method. The data was taken from 25 students of the first semester of English Department Hamzanwadi University in making recount text. In analyzing the data, the researchers used identification error, classification error, and explanation error. The findings showed that the most students who made errors in inflectional morpheme consisting 18 (72%) students. It happened because they don't realize in describing event happening in the past, the text should be in past tense. The second, 13 (52%) students did errors in free morpheme, it occurred because the first language structure is not like the target language, so students forgot to apply the auxiliaries in past form. Next, 6 (24%) students who made errors in compounding because teacher's style in teaching English. The last, derivational errors made by 5 (20%) students. Based on interview result, they got difficulties in comprehending the structure target language its self and lectures' teaching style was aspect why students still confuse in comprehending the materials. Hence, to solve these problems te students have to build writing habit in order they familiar with the morphological aspects then flow into the their writing.

Keywords: morphological errors; undergraduate students, writing skill, recount text

Introduction

An error is different from the mistake. Errors occur because the students do not know what the correct is, and mistakes occur because the occasional slips in performance and they are unable to perform what their know (Ellis, Rod 1997: 17). The learners' errors occur by the difference of the first language and second language that affect their performance for both speaking and writing. Whereas, morphological errors occur when someone made morphological aspect of grammar misinformed. According to Aronoff & Kirsten (2011: 2) morphology showed to the mental system consisting word formation or to the branch of linguistics that deals with words, their internal sstructure and how they are formed. These rules usually often violated by second language learner, because it occurs by the difference of the first language and second language that affect their performance for both speaking and writing.

The linguistics term for unit element in morphology calls by morpheme. Morphemes indicate the minimal unit of words that has a meaning. There are two kinds of morphemes: free and bound morpheme. Collinge, N.E. (1990: 45) explained that free morpheme occurs as words in their own right and bound occur as part of the words and always depend on another words. In other hand, free morpheme is morpheme that can stand alone, like the word: desire, gentle, boy, etc. While another morpheme, bound, is the combination about affixes and other morphemes, like affix -ish, -ness, -ly, ect. (Fromkin, Victoria. et al. 2011: 83). He also pointed out the classification of morphemes: free morpheme consisting of lexical and grammatical words and bound morpheme consisting affix and root. This research concerned on free morphemes, affixes of bound morphemes: inflectional and derivational morphemes, and compounding. Inflectional morpheme that has strictly the grammatical function such as tenses, number, person and so forth. Then, derivational morpheme is merely change the category of grammatical of stem which they are attached. Whereas, compounding is process morphological compound happend because two of base words unify in a word and has new meaning (Crowley, et al 1995). Examples in a words: text+book became textbook and pick+pocket became pickpocket.

The fact, students have difficulties in understading morphology structure and it is evident from their writing. There are some factors which made students doing some morphological errors. Brown (1998 cited in Heydari and Bagheri 2012) classified into four factors affecting morphological errors: interlingual, intralingual, communication based-startegy, and induced errors. Interlanguage error happen when first language interferes to learning second language. Intralanguage occurs when students made an error from their learning second language it's self. In short, the error made by students are caused by their comptence in learning target language. For instance, intralingual errors involve overgeneralization, misconceptions, and incomplete rules applications (Zaid, Safawati Basirah, et. al. 2017). Communication based strategy happen when linguistics form lead students' error. And the last, induced error happen because misleading on teaching and learning process that given by the teacher.

The research focuses on the first semester of students English Department Hamzanwadi University. Here, the researcher asked students to have writing composition. Writing is one of skills to be mastered by students. Writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape Grundy (1991:1). It means that writing skill is an activity to produce and express the written form of language. Recount text is appropriate for beginners to make compositions. Recount text is making a report about someone experience to entertain or inform the reader (Knapp, 20005). Generic structure of recout text are: orientation, events, and re-orientation. Orientation contains of topic and activities that will inform the reader: what, when, who. Meanwhile, events describe detail information about activities. Last, re-orientation contains personal attitude that happen in the activities.

Previous research on morphological error had been conducted by Fitri (2015), she concluded that the results of morphological error made by English students of Muhammadiyah Metro University in misinformation, the students still do mistake in using form of morphology. Second, the students' errors in omission, they did not add the bound morpheme and they omitted the necessary words in their sentences. The last, the students still added the unnecessary words to their sentences. Another research conducted by Trianingsih (2010) who concerned on morphological error on the students of SMPN 2 Juwiring Klaten. She also concluded that students' error in applying morphology aspect of omission, addition, and misordering words. Moreover, she stated that the students' difficulties in making recount text in knowledge background, vocabulary, Indonesian-English, teaching media, and making English sentence in past form.

Although there were previous studies above, the novelty of this research was to find out other factors that students often face in applying morphology on an English composition, because one community will provide a different contribution from others. Thus, on the following are the research questions belong to this research:

1. How is the ability of the English Department students of Hamzanwadi university in using morphology for their recount text?
2. What factors do the students face in applying morphology in recount text?

Literature Review

Errorr Concept

The term error is not as same as mistake. Errors occur because the students don't know what the correct is, and mistakes occur because the occasional slips in performance and they are unable to perform what them know (Ellis, Rod 1997: 17). As stated by Dulay, et.al, (1982:138) that errors are the inaccurate side of learner's speech or writing. People cannot learn language without first systematically committing errors. Moreover, learners' errors were caused by the difference between the first language and their second language (Fauziati, 2010: 156). It can be inferred, the learners' errors occur because there is interference of L1 and L2 that affect their performance for both speaking and writing (Brown, 2007; Khansir, 2012). Those errors can be observed, analyzed, classified and called by error analysis. Error analysis is analysis of problems that arise due to deviations in language rules made by second language learners. In producing error, it happens not merely in the second and foreign language learners but also it often occurs in the first language learners (Gayo, Hendri and Pratomo Widodo, 2018).

Morphological Concept

Morphology is one the branches of micro linguistics and study about the language itself. The term of morphology comes with two morphemes: morph and ology.

Morphology is study of internal of structures words, and of the rule by which words are formed (Fromkin, Victori et al, 2011: 81). According to Aronoff & Kirsten (2011: 2) morphology showed to the mental system consisting word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed. In short, morphology is study of words and how those are formed.

The linguistics term for unit element in morphology calls by morpheme. Morphemes indicate the minimal unit of words that has a meaning. The morpheme can be composed of one or more morphemes:

Table 1. Morphemes Examples

Morphemes	Examples
One Morpheme	Desire, Gentle
Two Morphemes	Desire + able Gente + ment
Three Morphemes	Desire + able + ity Un + gentle + ment
Four Morphemes	Un + desire + able + ity Gentle + ment + li + ness
More than four	Un + desire + able + ity Gentle + ment + li + ness

There are two kinds of morphemes: free and bound morpheme. Collinge, N.E. (1990: 45) explained that free morpheme occurs as words in their own right and bound occur as part of the words and always depend on another words. In other hand, free morpheme is morpheme that can stand alone, like the word: desire, gentle, boy, etc. While another morpheme, bound, is the combination about affixes and other morphemes, like affix -ish, -ness, -ly, etc. (Fromkin, Victoria. et al. 2011: 83). He also pointed out the classification of morphemes: free morpheme consisting of lexical and grammatical words and bound morpheme consisting affix and root. This research concerned on affixes of bound morpheme: inflectional and derivational morphemes. Inflectional morpheme that has strictly the grammatical function such as tenses, number, person and so forth. Whereas, derivational morpheme is merely changing the category of grammatical of stem which they are attached. Consider the following sentences as example:

1. He speaks English
2. He speaks fluently

In the first sentence belongs to inflectional morpheme. Suffix -s signifies the third singular person as the subject of the sentence. It represents relation about verb and present tense without adding lexical meaning. Next sentence, there found word 'fluently': derived word from fluent + ly. It means get a new word and a new meaning. In this case, when suffix -ly is added to an adjective (fluent), so will be categorized to

adverb (fluently) with a new meaning. The following table is distinguishing between inflectional and derivational morphemes.

Table 2. Inflectional and Derivational Morphemes

Inflectional	Derivation
Grammatical Function	Lexical Function
No word class change	May cause word class change
Small or no meaning change	Some meaning change
Often required by rules of grammar	Never required by rules of grammar
Follow derivational morpheme in a word	Precede inflectional morpheme in a word
Productive	Some productive, many nonproductive

(Fromkin, Victoria. et. al. 2011: 92)

The factors that affect students' morphological error, they are: transfer error, analogical error, and teaching induced errors (Trianingsih, 2010). Transfer error occurs when there is an interference to first language into second language learning. The most first language students affects their second language lrearning such as they apply the rules of first language into their second language learning. Analogical error happens when the students can apply the rules of target language into target language its self. Last, teaching induces errors happens when the students make errors caused by the teacher learning style.

Writing Concept

According to Mayers, Alan (2005:2), Writing is speaking to others on paper-or on a computer screen. Writing is partly a talent, but it's mostly a skill, and like any skill, it improves with practice. Writing also is an action-a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. Different opinion comes from Tarigan, Henry Guntur (2008:3), writing is one of language skills used by people to communicate one another indirectly. It can be concluded that writing is a way to communicate the ideas, thoughts, and feelings to the others indirectly into words and to put them on paper then reshaping and revising them. In addition, according Apsari Yuniarti (2017) writing assists people to learn how: to arrange the language, to spell, to put together a plot and to make logical ideas or to persuade through writing. In this case, the students asked to compose of recount text. It retells someone's experience which consists of orientation, events, and reorientation (Irmayanaa, Aprida, et. al, 2021). This text was chosen because of the time of conduct of the research after students have even semester holiday and the material is appropriate in the semester.

Some people are less curiosity in writing activity, it is caused by some problems. According to Al-Ghifari, Abu (2003:65): 1) ddifficult in getting the ideas or inspiration; 2) ddifficult in determining the theme; 3) ddifficult in making the title; 4) ddifficult in starting/making lead; 5) ddifficult in writing development; 6) ddifficult in quoting the sources or reference. In addition, writing is difficult skill to learn because it indicates to

productive skill (Murcia: 2000). In another words, to have a good writing, it needs knowing any writing aspects and knowing the way to apply the in the text (Ekorini, Puput Zuli (2021). These steps are important things how to write well according to Mayers, Alan (2005:3): 1). Explore ideas: consider the subject, consider the purpose, and consider the audience. 2) Prewrite-using one or more these methods: brainstorming, clustering, freewriting. 3) Organize: select and outline. 4) Write a first draft: write quickly to record your thoughts and put notes and new ideas in the margins. 5) Revise the draft: read it a loud and add or omit material, and move material around. 6) Produce the final copy: edit, copy over, or print a clean copy, and read carefully for errors, and then make another clean copy. Those the steps of writing which can help the students to create a good writing easily. Different opinion comes from Gebhard in Apsari, Yuniarti (2017) writing consists of several aspects that must be considered such as word choice, use of appropriate grammar, syntax, morphology, and organization of ideas into coherent and cohesive form. However, the results of a writing depend on the characteristics of the child such as in the developmental stages of writing, addressing skill transcription, and reducing the rules that curb them in his writing (Young-Suk Grace Kim, et.al, 2021).

Method

This research belongs to descriptive qualitative method. The aim of this method to explore or represent social situations thoroughly, extensively and in-depth (Sugyono, 2007). Hence, this research attempted to describe the students' difficulties and their error on using morphology in recount text. To obtain the data, the researchers asked the undergraduate students of the first semester of English Department Hamzanwadi University consisting 25 students to make recount text based on their holiday experiences. And then, the reseachers conducted an interview to all students to know their difficulties in making a recout text. In the way of calculating the frequency of errors, the researchers used the formula according to Gay (1981):

$$n/N \times 100\%$$

Whereas, analyze the data, the researchers used three steps: identification error, classification error, and explanation error (Brown: 2007: 260).

Discussion

Morphological errors done by students are classified as below:

Table 3. The Precentage of Students' Error

No.	Error Classified	Number of Students Made Errors	% Students' Error
1.	Free Morphemes	13	52
2.	Derivational	5	20

	Morphemes		
3.	Inflectional Morphemes	18	72
4.	Compounding	6	24

a. Free Morphemes

There were 13 students who made any errors in free morpheme. In detail the researcher indentified the examples on the following table:

Table 4. Examples of Errors in Free Morpheme

No.	Error Identified	Errors Corection
1.	Because it <i>is</i> beautiful view here and have big island.	Because it <i>was</i> beautiful view here and have big island.
2.	After that we <i>are took</i> photos at the beach and play together.	After that we <i>were taking</i> photos at the beach and play together.
3.	Two years ago, <i>me and</i> my mother and my young brothers went to my <i>grandma</i> house at Lenek.	Two years ago, <i>I, my</i> mother <i>and</i> my young brothers went to my <i>grandma's</i> house at Lenek.

b. Derivational Morphemes

There were 5 students in doing any erros in derivational morpheme. The table below are the examples who made errors in derivational.

Table 5. Examples of Errors in Derivational Morpheme

No.	Error Identified	Errors Corection
1.	And then we <i>looking</i> for the <i>beauty</i> view above mountain.	And then we <i>looked</i> for the <i>beautiful</i> view above mountain.
2.	I got many <i>experiencein</i> there because I <i>unsually</i> out of the house.	I got many <i>experiences</i> there because I <i>unsual</i> out of the house.
3.	There I felt warmth in <i>friend ship</i>	There I felt warmth in <i>friendship</i>

c. Inflectional Morphemes

From the table above, there were 18 students who made error in inflectional morpheme. The following are the examples on students' inflectional errors:

Table 6. Examples of Errors in Inflectional Morpheme

No.	Error Identified	Errors Corection
1.	One month ago, I <i>go</i> to Cemara beach with <i>my friends</i> .	One month ago, <i>my friends</i> and I <i>went</i> to Cemara beach
2.	I went to <i>Jawa</i> by plane to <i>visited</i> my family.	I went to <i>Jawa</i> by plane to <i>visit</i> my family.
3.	I was shock because I can't <i>swimmed</i> .	I was shock because I can't <i>swim</i> .

d. Compounding

There were 6 students in doing compound errors. On the following table is the examples on students' compounding errors:

Table 7. Examples of Errors in Compounding

No.	Error Identified	Errors Corection
1.	And the <i>water fall</i> is very cold water.	And the <i>waterfall</i> is very cold water.
2.	Two years ago, when I went to the beach with my <i>class mate</i> . I got an accident that I can't <i>forgot</i> it.	Two years ago, when I and my <i>classmate</i> went to the beach. I got an accident that I can't <i>forget</i> it.
3.	I went to the <i>water park</i> with my family.	I and my family went to the <i>waterpark</i>

Reffering to the findings above, the researchers intended to interpret the findings into 4 classes: free morpheme, derivational morpheme, inlectional morpheme, and compounding. In this case, the students asked to make recount text. The researchers resumed that the most students have difficulties in deciding inflectional morphemes. It consisiting 18 (72%) students who made errors in inflectional. As stated by Fitri (2015) the highest students made errors in misformation consisting of 51.19 % . The students got difficulties in tranforming present tense verb into past form. It happened because interlingual errors factor, the students don't realize that in describing event that happening in the past, the text should be in past tense.

The second, there were 13 (52%) students in doing free morpheme. The students did the errors because interlingual factors too. The students prefer using present tense than past tense. And it occured because the first language structure is not like the target language, so students forgot to apply past form and may not really understand it.

Next, the students who made errors in compounding were 6 (24%) students. As examples above, those indicate that the students' comprehension on arranging compounding sentences are still low. They know that they separate the words, when it should have been one. Those occurred because the students really do not know the correct forms, forget, or even from teacher style in teaching English. Teachers sometimes assume that students have a good understanding of the material, so the message must not be conveyed properly. Whereas, there were students who already understand it and who don't. Then the teachers should convey it properly and correctly.

The last, derivational errors made by 5 (20%) students. The students feel confused when adding and replacing the necessary words in their sentences. Those happened because intralingual errors factor affecting their writing skill. The main causes of error committed in students' writing was intralingua error with 51.13%. The students got difficulties in comprehending the structure target language its self (Zaid, Safawati Basirah, et. al. 2017).

Whereas, the result of interview, the most students made error because they did not know the past form of some words and forgot to apply past form of to be, still lack of English vocabularies, and the lectures' teaching style made the students confused in comprehending the materials such as teaching quickly, just give the task and assume all students already comprehend the material when in fact not all students understand it.

Conclusion

Based on the above findings, the researchers concluded that students who made morphological errors in making recount text were due to: (1) still not able to distinguish between subject and object; (2) the mother tongue still dominates students language structure, in short they exactly transfer to their mother tongue structure even though the grammar is wrong; (3) they always forget to use auxiliary and verb form in writing recount text, even not aware at all; (4) the students have not mastered the target language well, so they tend to make any mistakes; and (5) the students made error in morphology probably occurred by teaching style of lecture in the classroom. Hence, to assist students in overcoming the morphology of their errors, lecturers should facilitate them by getting used English in and outside classroom. Or by giving them tasks related to tenses or morphology itself. In understanding a language, it must always be friends with the English, so it becomes accustomed and understands it.

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